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EFFECTIVE USE OF TEACHER TIME IN THE ELEMENTARY SCHOOL--TEACHING ASSISTANT, TEACHER AIDES, ETC., ABSTRACTS OF RESEARCH PERTAINING TO.

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FOURTEEN RESEARCH REPORTS, PUBLISHED BETWEEN 1960 AND 1964, WHICH PERTAIN TO EFFECTIVE USE OF TEACHER TIME IN THE ELEMENTARY SCHOOL ARE BRIEFLY SUMMARIZED. THIS DOCUMENT IS ALSO AVAILABLE FROM DOYNE M. SMITH, ASSOCIATE DIRECTOR OF DISSEMINATION, RESEARCH AND DEVELOPMENT CENTER IN EDUCATIONAL STIMULATION, 103 BALDWIN HALL, UNIVERSITY OF GEORGIA, ATHENS, GEORGIA 30602. (HM)

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IV. EFFECTIVE USE OF TEACHER TIME IN THE ELEMENTARY SCHOOL -- TEACHING ASSISTANT, ETC.

Citation:

Deason, John P. Presneter, "What Is Happening In the Use of Teacher Teams and Teacher Assistants" NEA Secondary School Principals Bulletin, April, 1961, pp. 326-328.

Purpose:

Announce the results of a survey (questionnaire) on Staff Utilization conducted in Colorado, California, Michigan, Illinois, New York, and Georgia.

Summary of author's comments:

Dealing with teacher aides:

1. Student teachers performed professional tasks under the guidance of a teacher
2. College trained adults were used part time and full time to assist teachers in professional and semi professional duties (composition aides were most commonly used)
3. College students who were not aiming to teach but were lured to assist teachers with correction of papers and other duties on a part-time basis.
4. Clerical assistants who performed non-professional duties
5. General aides who supervised study halls, lunchrooms, play grounds - paid and voluntary.

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Citation:

Turney, David T., "A Study of the Classroom Use of Secretarial Help in the Public Schools of Davidson County, Tennessee", N.E.A. Secondary School Principals Bulletin, Jan., 1960, p. 335-340.

Purpose:

A report of the description and analysis of the effects supplying secretarial assistance to classroom teachers for a period of two years in the public schools of Davidson County, Tenn.

Summary of author's comments:

1. Teachers participating in this program have generally used the time saved by them for the improvement of their instructional program.
2. The provision of sec. assistance to teachers has led to the use of a greater variety and larger amount of instructional materials.
3. Secretarial help has been used by teachers in this program for the creation of experiences, processes, and materials that result in a more adequate provision for individual differences in learning ability.

4. The provision of sec. assistance has affected the methods of planning for instruction of 72% of the teachers participating in this program of testing
5. The efficient conduct of program of testing, small group instruction, independent study and practice, parental cooperation in the educational program and the use of community resources are particularily related to the availability of sec. assistance.
6. Experiences with the use of instruction secretaries in Davidson Co., Tenn. indicated that the service can be made available in schools for approximately one third of the amount of the average salary paid to teachers for each secretary employed. The cost includes equipment, expandable supplies and miscellaneous items.

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Citation:

Nesbitt, Wm. O. and Johnson, Palmer O., "Some Conclusions Drawn from the Snyder, Texas. Project." N.E.A. Secondary School Principals Bulletin, Jan., 1960, p. 63-75.

Purpose:

To evaluate and present findings from the Snyder, Texas Project.

Summary of author's comments:

Pertaining to "The use of Clerical and Secretarial Aides in the Snyder Project."

1. Teachers are able to do a higher level of teaching by being relieved of such clerical tasks as mimeographing, checking rolls, etc. Only those serving which require professional competence should be performed by professional teachers.
2. The teachers are able to grow more in professional skill through enriching the content of their courses, trying out new techniques made possible by better planning, and concentrating their energies on professional duties.
3. The use of clerical aides saves tax money.
4. Clerical aides allow teachers to make full use of evaluative techniques in an attempt to unit individual needs of students better than ever before.

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Citation:

No author listed, "Can Your Teachers Have Duty-Free Lunch Hours?" School Management, Vol. 5, p. 96, April, 1961.

Purpose:

Brief report on one school system's handling of a duty-free lunch period for teachers. Pasadena, California School System.

Summary of author's comments:

Purpose: To provide 1 hour of duty-free lunch period for teacher to boost morale and improve afternoon teaching.

School officials have assigned 80 teacher aides to maintain duty in elementary lunchrooms and playgrounds for an hour each school day at an annual cost of $35,000. Superintendent of schools recruits housewives and local college students, who are giving a two hour training session before beginning work. At least one certified teacher is on call when the aides have duty. The program is managed by the elementary school principals but the Pasadena school recreation department handles recruiting, training, assigning, and payroll computing.

There was no summarizing comments as to whether the progress was effective or not.

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Citation:

Youngpeter, John M. "The Use of Student Assistants in High School Science" American Biology Teacher, Vol. 24:194-195, March, 1962.

Purpose:

To show how former experienced students can help the biology teacher to teach without the time consuming "house keeping" chores. (High School level)

Summary of author's comments:

1. Choose assistants on a sound basis, such as academic standing and proficiency in biology.
2. The instructor should organize and post all duties by the week
3. Rotate duties by the month so students may benefit from experience of working in as many areas as possible.
4. Advanced student assistants may prepare, administer, and grade short quizzes, with due assistance from the instructor.
5. Review with the asst. before class time the use of special laboratory procedures and equipment.
6. Students can check out, operate, and return audio-visual equipment.
7. Encourage the student to work with other students who need extra help, and to clean up and plan for next day.
8. Schedule one assistant for 15 minutes after school for pointers.
9. To boust student's self-image, allow each to lecture to his classmates on some phase of classwork with which he is both interested and knowledgeable.
10. In introducing the student asst. to the class point out the criteria for selecting student assistants, and that the student is in a position of authority during the class period.
11. Once a week schedule a staff meeting to plan, organize, and relegate responsibilities for the coming week. Allow assistants to discuss their problems.
12. Find some way to reward the students for their time and efforts.

Some school Boards permit granting a part credit where the nature of the duties warrants this.
Summary: The teacher will have more time to teach and the student will receive increased experience and outlook on teaching or even biology as a career.

* * *

Citation:

Burke, Virginia M. "The Lay Reader Program in Review" N.E.A. Secondary School Principals Bulletin, Vol, 46, Pt. 1, pp. 261-268, Jan., 1962.

Purpose:

A project, "Contract Counting" sponsored by School and University Program in Research and Development" (SUPRAD) of the Cooperative Research Program of the U. S. Office of Health, Education, and Welfare, sought to discover whether use of lay readers would encourage more frequent and varied theme assignment while freeing teacher's time for other aspects of English. The plan was Newton High School, Newton, Mass. in 1957.

Sources of evidence cited by the author:

Committee on Contract Correcting, Elvin H. Sauer, chairman, "Report to the Administrative Board of the School and University Program for Research and Development and to the U. S. Office of Health, Education, and Welfare on the Activities of Contract Corrections, "... The use of Lay Readers to correct English compositions, for the period of July 1, 1958 to June 30, 1959 (mimeographed) p. 3 it seq.

Summary of evidence cited by author:

1. Evidence of strong support for the project from parents, students teachers, and readers.
2. Fifteen to one approval of the progress by students and wide spread opinion that writing had improved.
3. No critical losses in quality of student writing as measured by Educational Testing Service.
4. More varied and intense writings.
5. Some teacher relief.
6. Program more effective with college-bound students then with others.
7. Student conferences - a major accomplishment of the program.

(Although most common use of the program was for 9-12 grades, some extension involved reaching down into grades 7 and 8).

Generalizations proposed by the author:

Curriculum revision is urgent in the teaching of English --with or without a lay reader program. The program is one strategy, which can be developed quickly, of centralizing and intinsifying writing. The program has therapeutics value in that it leads teachers to review their handling of themes, to train their team mates, and to improve writing programs.

"The present state of affairs in the teaching of English leads the writer to believe that lay reader programs will be useful for some time. Even if a magic wand could turn the ideal of the 100-student load for all teachers into reality today, the lay reader program would continue to have value for superior students whose writing needs to have been scaned in the past for reasons of teacher overload, multiplicity of varied areas in the teaching of English (literature, composition, language study, etc.), the absence of adequate curricula, and the poor preparation of large numbers of teachers of English, especially those with weak minds in English."

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Citation:

Abramson, Paul, ed., "How Aides can Improve a Physical Education Program", School Management, Vol. 6, pp. 57-58, Feb., 1962.

Purpose:

Present benefits gained from use of teacher aides to assist in physical education programs at the junior high school level in Corrina Valley, California Schools.

Summary of author's comments:

1. What aides do: relieving the accredited teacher of routine chores, such as taking attendance; and helping the teacher instruct and supervise. Other routine duties are giving tests, recording scores, developing illustrative materials, checking out and assigning athletic equipment to students, maintaining this equipment (inventories and repairs), and policing locker rooms.
2. How aides are selected: candidates must be available for two consecutive periods; must know objectives of physical education; know rules and regulations of sports and athletic activities; have the ability to enlist the support, interest and participation of children; know how to keep simple records accurately. Candidates may be college sophomores, juniors, or seniors, or adults who have had training in physical education but who are not currently teaching.
3. Cost to the district has consisted entirely of salaries. (Three aides can be hired for the same salary normally given to one teacher.) Aides average $2 per hour. The starting wage is $1.82.
4. "Results have been wonderful." Regular teachers find themselves with as much as 45% more time for actual instruction. Other results were increased enthusiasm, enrichment of the existing programs, and more individualized instruction to students.

* * *

Citation:

Thompson, Scott D., "The Emerging Rule of the Teacher Aide" Clearing House, Vol. 37, 1962-63, pp. 326-330, February, 1963.

Purpose:

A full treatment in the role of the teacher aide is given here to define those things which a teacher must do and those which can be done by someone else. Based on three years' experience with teacher aides at Homestead High School, Sunnyside, California.

Summary of author's comments:

1. Definition of a teacher aide and her responsibilities must be analyzed in light of the department in which she is to work. Some sides must have special skills to accomplish the duties, such as knowledge of mathematics if working in the math dept.
2. Personality and maturity are key factors to consider in selecting aides.
3. Orienting and training aides must be carefully planned and implemented.
4. Supervising the aide is also highly recommended, since many teachers work without specific instructions from above and expect the aide to be self-directing.
5. Cost Factors: Two aides can be hired for the approximate cost of one experienced teacher.
6. Teachers, when unpressed by routine tasks, exhibit technique and content improvement boarding on the unbelievable.
7. Teacher comments favorable.
8. Some administrators oppose the idea, stating that this help belongs in the front office.
9. Summarizing remarks concerning potential in aide proposals.

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Citation:

Wynn, D. Richard and DeRemer, Richard W. "Staff Utilization, Development, and Evaluation" subtitled "Subprofessional and Paraprofessional Personnel" Review of Educational Research, Vol. 31, p. 394, Oct., 1961.

Purpose:

Research on teacher morale, administrator-staff relations, and the evaluation of teacher effectiveness has not been reviewed effectively by standard research methodology. This research was reviewed only as it is related to administration at the local level.

Summary of author's comments:

Teacher aides and other types of assistants are used to relieve the teacher of nonprofessional or semiprofessional tasks. The Bay City School, Michigan, experiment in 1951 was extended to include aides in 226 classrooms in 45 school districts. The final report, published by

Central Michigan University, Dept. of Special Studies (1960) states these conclusions:

A. Teachers with aides spent more time on instructional activities.
B. It was sometimes impossible to distinguish clearly between teaching and nonteaching methods.
C. There was little objective evidence bearing on the quality of instruction in classrooms with teacher aides as opposed to those without.
D. Teacher aides facilitated better deployment of teachers and experimentation with staffing.
E. Teacher aide practices had little effect on over-all costs of instruction.
F. Many teacher aides were potential recruits for teaching. The report recommended consideration of teacher aides when conditions make normal class size impossible.

* * *

Citation:

Auld, Ute, "More Time to Think", Michigan Educational Journal, October, 1963, 41:19-20.

Purpose:

"The primary objective of the program is to give the teachers more time to think about teaching problems." (This project was one of five enters in an English composition project sponsored by N. E. A. The helpers were theme readers. English or Journalism majors).

Summary of author's comments:

1. No major break through is expected.
2. The Lansig, Michigan teachers have been given a chance to experiment and they are attempting to find a better way to teach writing.
3. The authors cites three questions pertinent to this and other projects worthy of note.
   A. Of the total student load of an English teacher is reduced to 100 pupils a day without a theme reader assistant control the necessary improvements to be made in the curriculum?
   B. If a teacher has 100 to 150 students a day and shares a theme reader with another teacher, can the job be done?
   C. Or is team teaching with one theme reader assisting three or four teachers the right approach to better writing?

* * *

Citation:

Justman, Joseph, "The Role of the Research Worker," Education 86:8-11, September, 1965.

Citation:

Delaney, Arthur, "Why Not Use Student Aids?" School Activities, pp. 217-218, March, 1964, Vol. 35.

Purpose:

Proposal to use qualified students to help teachers with clerical work, records, and such non-teaching activities.

Summary of author's comments:

Author points out that many teachers are forsaking good professional practices in order to stay abreast of clerical duties. He cites studies conducted by N. E. A. program "Time to Teach" and the Ford Foundation Fund for the Advance of Educational Project in Bay City Michigan system. His main point is that teachers traditionally use student help regardless of administrative opinion, why not make such help available through legitimate channels? He recommends use of Honor Society, Business Clubs, etc., organizations within the school. This will perhaps give those students valuable experience, a sense of responsibility, and identification with and for the school.

* * *

Citation:

Valdey, R. F., "Noon-Duty Assistant Program," National Education Assoc. Journal, 53:63, April, 1964.

Purpose:

Informative article for professionals in teaching field as to the effectiveness of the Alhambra, California Noon-Duty Assistant Program. (Teacher is alloted a 45 minute "free" period to include lunch to be used as the teacher desires.)

Summary of author's comments:

For a school to have a successful Noon-Duty Assistant Program:

1. Principals, teachers, and assistants need to play their parts correctly.
2. It is the principal's responsibility to support, inform, and discipline assistants.
3. Teachers must work with their students toward good assistant-pupil relationships.
4. Assistant's attitude to this job as worthwhile strengthens the program.
5. All three must work together to achieve the ultimate purpose, the improvement of learning.

Citation:

W. W. Miller, Asst. Supt., Columbus, Ohio Schools, "Clerical Help" N. E. A. Journal, November, 1963, 52:32.

Purpose:

Brief report on an experimental program to give elementary teachers the kind of clerical assistance that would free more of their time and energy for actual teaching.

Summary of author's comments:

The experiment was considered so successful that ten additional clerical assistants were hired to help teachers in the first three grades. The author quotes the principal where the original experiment was tried as saying "Getting the clerical work done is the essential thing in lightening the teacher's burden."

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